DOCUMENT RESUME

ED 099 279 SO 007 977

AUTHOR Johnson, James R.; Wilen, William W.
TITLE Questions and Questioning: Research Studies.
PUB DATE 74
NOTE 9p.; From a workshop at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Bibliographies; Classroom Techniques; Doctoral Theses; *Educational Research; Effective Teaching; *Inquiry Training; Learning Processes; Literature Reviews; *Questioning Techniques; *Research Reviews (Publications); Teacher Behavior; Teaching Techniques

ABSTRACT

The bibliography is composed of research studies and reviews of studies organized in alphabetical order by author. Most materials are unpublished doctoral dissertations while a few journal articles, project reports, research reports, and conference reports are also included. Topics of research involve questioning activities, behavior, and techniques of teachers and students in the classroom at the elementary through undergraduate levels. Research in a variety of subject matter areas is presented. The publication date and institution are given for each document; however, addresses and prices are not included. The materials range in date from 1912 to 1973, although the majority are dated in the late 1960's and early 1970's. (KSM)

ED 099279

QUESTIONS AND QUESTIONING:

RESEARCH STUDIES

By James R. Johnson
William W. Wilen

James R. Johnson, Ph. D.
Assistant Professor of Education
University of Toledo

William W. Wilen, D.Ed.
Assistant Professor of Education
Kent State University

National Council for the Social Studies

54th Annual Meeting

November 26-30, 1974

Chicago

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP001777

Bibliography

Questions and Questioning

Research Studies

Adams, T.H., "The Development of a Method for Analysis of Questions Asked by Teachers in Classroom Discourse." Unpublished doctoral dissertation, Rutgers, The State University of New Jersey, 1964.

Aschwald, H.B., "Some Relationships Between Teacher Cognitive Verbal Behavior and Student Cognitive Verbal Response in Secondary Social Studies Classes." Unpublished doctoral dissertation, University of Oregon, 1969.

Barr, A.S., Characteristic Differences in the Teaching Performance of Good and Poor Teachers of Social Studies. Bloomington, Illinois: Public School Publishing Company, 1929.

Belsky, T.B., "The Development of an 'Expository-Inquiry Continuum' to Measure Relationships Between 'Expository' and 'Inquiry' Teaching Methods and Student Cognitive Characteristics in Secondary Social Studies Classes." Unpublished doctoral dissertation, University of Massachusetts, 1971.

Bellack, A.A., J.R. Davitz, H.M. Kliebard, and R.T. Hyman, Language of the Classroom: Meanings Communicated in High School Teaching. United States Office of Education, Department of Health, Education, and Welfare, Cooperative Research Project No. 1497. New York: Teachers College Press, Teachers College, Columbia University, 1963.

Bellack, A.A., R.T. Hyman, F.L. Smith, Jr., H.M. Kliebard. The Language of the Classroom: Meanings Communicated in High School Teaching (Part Two). United States Office of Education, Department of Health, Education, and Welfare, Cooperative Research Project No. 2023. New York: Teachers College Press, Teachers College, Columbia University, 1965.

Boone, S.M., "An Investigation of the Effect of Higher Level Questions on Reading Comprehension." Unpublished doctoral dissertation, University of Washington, 1971.

Buggey, L.J., "A Study of the Relationship of Classroom Questions and Social Studies Achievement of Second Grade Children," Unpublished doctoral dissertation, University of Washington, 1971.

Clegg, A.A., Jr., G.T. Farley, and R.J. Curran. "Analyzing the Cognitive Level of Classroom Questions: A Preliminary Report." Paper presented at the Fourth Conference on Instruction, University of Massachusetts, May 1967.

Clegg, A.A., Jr., G.T. Farley, and R.J. Curran. "Training Teachers to Analyze the Cognitive Level of Classroom Questioning." Research Report No. 1, Applied Research Training Program, University of Massachusetts, 1967.

Colvin, S.S., "The Most Common Faults of Beginning High School Teachers," in G.M. Whipple and H.L. Miller (eds.) Eighteenth Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company, 1919.

Corey, S.M. "Some Implications of Verbatim Records of High School Classroom Talk." Proceedings of the National Education Association, 1940, pp. 371-372.

Corey, S.M., "Teachers Out-Talk the Pupils," The School Review, 48 (December, 1940), pp. 745-752.

Cornell, E.F. "Observational Learning of Question-Asking Behavior Through the Medium of Audio-Tapes." Unpublished doctoral dissertation, University of Maryland, 1969.

Crump, C.D., "Self-Instruction in the Art of Questioning in Intermediate-Grade Social Studies." Unpublished doctoral dissertation, Indiana University, 1969.

Cunningham, R.T., "A Descriptive Study Determining the Effects of a Method of Instruction Designed to Improve the Question-Phrasing Practices of Prospective Elementary Teachers." Unpublished doctoral dissertation, University of Oregon, 1969.

Dahlberg, E.J. "An Analysis of the Relationships Between the Cognitive Level of Teacher Questions and Selected Variables." Unpublished doctoral dissertation, University of Oregon, 1969.

Davis, O.L., and F.P. Hunkins. "Textbook Questions: What Thinking Processes Do They Foster?" Peabody Journal of Education, 43 (March, 1966), pp. 285-92.

Davis, O.L., and K.R. Morse. "The Effectiveness of Teaching Laboratory Instruction on the Questioning Behavior of Beginning Teacher Candidates." Report Series No. 43, The Research and Development Center for Teacher Education, The University of Texas at Austin, 1970 (ED 037 384).

Davis, O.L., and K.R. Morse. "The Questioning Strategies Observation System." Report Series No. 35, The Research and Development Center for Teacher Education, The University of Texas at Austin, 1970.

Davis, O.L., and D.C. Tinsley. "Cognitive Objectives Revealed by Classroom Questions Asked by Social Studies Student Teachers," Peabody Journal of Education, 45 (July, 1967), pp. 21-26.

Douce, H.L. "Raising the Cognitive Level of Teacher Questioning Behavior in Selected Schools." Unpublished doctoral dissertation, University of Washington, 1971.

Farley, G.T. "Increasing the Cognitive Level of Classrooms: An Application of Bloom's Taxonomy of Educational Objectives." Unpublished doctoral dissertation, University of Massachusetts, 1968.

Farley, G.T., and A.A. Clegg, Jr. "Increasing the Cognitive Level of Classroom Questions in Social Studies: An Application of Bloom's Taxonomy." Paper presented at the American Education Research Association Annual Meeting, Los Angeles, February, 1969.

Floyd, W.D. "An Analysis of the Oral Questioning Activity in Selected Colorado Primary Classrooms." Unpublished doctoral dissertation, Colorado State University, 1960.

Gallagher, J.J. Productive Thinking of Gifted Children. United States Office of Education, Department of Health, Education, and Welfare, Cooperative Research Project No. 965. Urbana: University of Illinois, 1965.

Gallagher, J.J., and M.J. Aschner. "A Preliminary Report on Analyses of Classroom Interaction," Merrill-Palmer Quarterly, 9 (July, 1963), pp. 183-194.

Godbold, J.V. "Oral Questioning Practices of Teachers in Social Studies Classes." Unpublished doctoral dissertation, University of Florida, 1968.

Guszak, F.J. "Questioning Strategies of Elementary Teachers in Relation to Comprehension." Paper presented at the International Reading Association Conference, Boston, April, 1968.

Haynes, H.C. "Relation of Teacher Intelligence, Teacher Experience, and Type of School to Types of Questions." Unpublished doctoral dissertation, George Peabody College for Teachers, 1935.

Hunkins, F.P. "The Influence of Analysis and Evaluation Questions on Achievement and Critical Thinking in Sixth Grade Social Studies," U.S. Department of Health, Education, and Welfare, Final Report, Cooperative Research Project, 1968.

Hunkins, F.P. "The Effects of Analysis and Evaluation Questions on Various Levels of Achievement," Journal of Experimental Education, 38 (Winter, 1969), pp. 45-58.

Johns, J.P. "Relationship Between Teacher Behaviors and the Incidence of Thought-Provoking Questions by Students in Secondary Schools," Journal of Educational Research, 62 (November, 1968), pp. 117-122.

Johnson, C.L. "The Effect of Higher-Cognitive Questioning Skill Training on the Questioning Practices of Pre-Service, Intermediate Grade School Teachers." Unpublished doctoral dissertation, University of Oregon, 1971.

Johnson, J.R. "The Acquisition of Questioning Skills Among Pre-Service Elementary Social Studies Teachers Through a Self-Directed Learning Experience." Unpublished doctoral dissertation, The Pennsylvania State University, 1972.

Johnson, R.W. "A Model for Improving In-Service Teacher Questioning Behavior in Elementary School Science Instruction." Unpublished doctoral dissertation, Wayne State University, 1969.

Kleinman, G. "Teachers' Questions and Student Understanding of Science," Journal of Research in Science Teaching, 3 (December, 1965), pp. 307-317.

Konetski, L.C. "Instruction on Questioning." Paper presented at the National Association for Research in Science Teaching Annual Meeting, Minneapolis, March, 1970.

Koran, Jr., J.J. "The Relative Effects of Classroom Instruction and Subsequent Observational Learning on the Acquisition of Questioning Behavior by Pre-Service Elementary Science Teachers." Journal of Research in Science Teaching, 1969, 6, 3, pp. 217-223.

Ladd, G.T. "Determining the Level of Inquiry in Teachers' Questions." Unpublished doctoral dissertation, Indiana University, 1969.

Manson, G.A. "The Effects of Immediate and Postponed Observer Feedback on the Acquisition of Higher Order Questioning Skills by Prospective Teachers." Unpublished doctoral dissertation, The University of Washington, 1970.

Mittelstadt, J. W. "The Description and Analysis of Questioning Strategies of Elementary Education Student Teachers Prior to and Following the Implementation of an Inquiry Observation Instrument." Unpublished doctoral dissertation, Wayne State University, 1969.

Monroe, W.S., and R.E. Carter. "The Use of Different Types of Thought Questions in Secondary Schools and Their Relationship to Difficulty for Students." Bureau of Education Research Bulletin. Urbana: University of Illinois, 1923.

Morse, K.R. "A Comparison of the Effects of Laboratory Instruction on the Questioning Behaviors of Beginning Teacher Candidates." Unpublished doctoral dissertation, University of Texas at Austin, 1969.

Moyer, J.R. "An Exploratory Study of Questioning in the Instructional Processes in Selected Elementary Schools." Unpublished doctoral dissertation, Columbia University, 1965.

Murray, C.K. and T.L. Williams. "The Effect of Cognitive Instruction on Secondary Social Studies Student Teachers and Their Pupils." Paper presented at the National Council for the Social Studies Convention, New York, November, 1970.

Pfeiffer, I., and O.L. Davis. "Teacher-Made Examinations: What Kind of Thinking Do They Demand?" NASSP Bulletin, 49 (September, 1965), pp. 1-10.

Porterfield, D.R. "Influence of Preparation in Science Curriculum Improvement Study on Questioning Behavior of Selected Second and Fourth Grade Reading Teachers." Unpublished doctoral dissertation, The University of Oklahoma, 1969.

Psencik, L.F. "Some Relationships Between Attitude, Verbal Behavior, and Cognitive Level of Classroom Questions of Secondary American History." Unpublished doctoral dissertation, Texas A & M University, 1971.

Quiring, J.D. "The Effects of Questioning Level and Feedback Timing on the Achievement of Sophomore Nursing Students Using an Auto-Tutorial Approach." Unpublished doctoral dissertation, University of Washington, 1971.

Rogers, V.A. "Varying the Cognitive Levels of Classroom Questions in Elementary Social Studies: An Analysis of the Use of Questions by Student Teachers." Unpublished doctoral dissertation, The University of Texas, 1969.

Savage, T.V. "A Study of the Relationship of Classroom Questions and Social Studies Achievement of Fifth-Grade Children." Unpublished doctoral dissertation, University of Washington, 1972.

Schreiber, J.E. "Teacher's Question-Asking Techniques in Social Studies." Unpublished doctoral dissertation, University of Iowa, 1967.

Searles, J.E. Verbal Styles of Teachers in a Latin American Society. Vol. 30 of the Pennsylvania State University Studies. Edited by the Institute for the Arts and Humanistic Studies. University Park: The Pennsylvania State University, 1970.

Sloan, F.A., and R.T. Pate. "Teacher-Pupil Interaction in Two Approaches to Mathematics," The Elementary School Journal, 67 (December, 1966), pp. 161-67.

Smith, B.O. M. Meux, J. Coombs, G. Nuthall, and R. Precians. A Study of the Strategies of Teaching. Urbana: Bureau of Educational Research, University of Illinois, 1967.

Stevens, R. "The Question as a Measure of Efficiency in Instruction: A Critical Study of Classroom Practice." Teachers College Contributions to Education. New York: Columbia University Press, 1912.

Taba, H. Teaching Strategies and Cognitive Functioning in Elementary School Children. San Francisco: San Francisco State College, 1966.

Taba, H., S. Levine, and F.F. Elzey, Thinking in Elementary School Children. United States Office of Education, Department of Health, Education, and Welfare, Cooperative Research Project No. 1574. San Francisco: San Francisco State College, 1964.

Tinsley, D.C. "A Study in Planning: Questions to Guide Discussion and Testing by Secondary Student Teachers of Social Studies." Unpublished doctoral dissertation, University of Texas, 1968.

Tinsley, D.C., E.P. Watson, and J.C. Marshall. "Cognitive Objectives Revealed by Classroom Questions in 'Process-Oriented' and 'Content-Oriented' Secondary Social Studies Programs." Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, March 1970 (ED 040 895).

Tyler, J.F. "A Study of the Relationship of Two Methods of Questioning Presentation, [illegible]x and School Location to the Social Studies Achievement of Second Grade Children." Unpublished doctoral dissertation, University of Washington, 1971.

Wilen, W.W. The Preferences of American History Students for the Cognitive Levels of Teachers' Verbal Questioning Behavior and the Relationship of Preferences to Achievement. Unpublished doctoral dissertation, The Pennsylvania State University, 1973.

Zimmerman, B.J., and J.R. Bergan. "Intellectual Operations in Teacher Question-Asking Behavior; Tucson Early Education Model (TEEM)." Merrill-Palmer Quarterly, 17 (January, 1971), pp. 19-26.

Zoch, F.R. "The Effect of an Individualized In-Service Program on Teacher Questioning and Student Verbal Participation." Unpublished doctoral dissertation, University of Houston, 1970.

Reviews of Studies

Clegg, A.A., Jr. "Classroom Questions," in Lee C. Deighton (ed.) The Encyclopedia of Education (Vol. 2). New York: The Macmillan Company, 1971.

Davis, O.L., K.R. Morse, V.M. Rogers, and D.C. Tinsley. "Studying the Cognitive Emphasis of Teachers' Classroom Questions." Educational Leadership, 26 (April, 1969), pp. 711-719.

Gall, M.D. "The Use of Questions in Teaching," Review of Educational Research, 40 (1970), pp. 707-721.

Hoetker, J. and W.P. Ahlbrand. "The Persistence of the Recitation." American Educational Research Journal, 6 (1969), pp. 145-167.

James R. Johnson
University of Toledo

William W. Wilen
Kent State University